

**PSY 300
INTRODUCTION TO EDUCATIONAL PSYCHOLOGY- HYBRID
COURSE SYLLABUS**

Spring 2026

Thursdays, 11:00-12:15am, Burk Hall 226

<https://canvas.sfsu.edu>

Instructor: Shasta Ihorn, Ph.D.
Email: sihorn@sfsu.edu

Zoom Office Hours: Tues 10-noon
Schedule at calendly.com/sihorn

CATALOG DESCRIPTION

Prerequisites: Restricted to upper-division Psychology majors; PSY 200, PSY 371, or equivalent. Selected issues and controversies of current scientific and professional importance. Advanced study of behavior as a personal, social, and biological phenomenon, and treatment of psychology as a science and as a healing art.

COURSE OUTCOMES

Successful students will:

- Identify and describe key concepts from a variety of educational psychology theories
- Compare and contrast different theories related to educational psychology, and explain the ways they fit together
- Construct clear and concise arguments using evidence-based concepts and theories of educational psychology
- Use scientific reasoning to apply theories of educational psychology to real-world scenarios, including school, sports, and the workplace
- Explain socio-cultural factors impacting educational psychology theories and research
- Present their ideas to a group of colleagues in a clear, concise, and engaging manner, while incorporating appropriate multi-media support
- Demonstrate effective writing skills, including using grammar and style appropriate to professional standards and developing overall organization that fits the purpose of the writing
- Build and enhance interpersonal relationships with their colleagues, including interacting effectively with others to share ideas
- Maintain high standards for academic integrity

COURSE MATERIALS

This is a zero-cost materials (ZCM) course. All course materials are available via Canvas.

MINIMAL TECHNICAL SKILLS

This course will be conducted on Canvas, so you will need to know how to use this site. You can log on to Canvas by visiting <http://canvas.sfsu.edu>. For assistance with Canvas, visit SFSU Academic Technology at <https://at.sfsu.edu>.

COURSE GUIDELINES AND ETIQUETTE

Class Expectations

1. Be respectful and reflective in your words and actions. We are all valuable members of the learning community we create in this course, and everyone will learn more and have a more

- positive experience if we treat each other with kindness and respect.
2. Actively engage in our learning community. Complete the readings, watch the videos, attend scheduled meetings on time, and be ready to think, write, listen, and discuss.
 3. Turn cell phones off and keep them out of sight during class. Use of laptops and tablets is discouraged during all class times set aside for discussion, as well. These items distract us from conversations and can impair our ability to build relationships with each other.
 4. Uphold high levels of academic integrity. Submit your own work, following the spirit of course guidelines regarding the use of outside resources. Clearly denote when something is your opinion and use appropriate citation of sources. The writing in this course is primarily about your experience and ideas; ChatGPT has no insight into YOUR life experiences and what you think about them, so just avoid it altogether. Be careful of copyright infringement when using online materials. **If you aren't sure, ask.**

Email

Emails sent to professors, teaching assistants, and your colleagues should include a relevant subject line (e.g. Project topic), a salutation (e.g. Hi Professor Ihorn), a clear and concise statement of your question(s) as well as any important background information, and a signature with both your first and last names (e.g. Sincerely, Pat Lee). **Never** include your social security number in an email. Unless instructed otherwise, you should refer to all faculty by their last name, and always be sure to include either Dr. or Professor as a title when addressing faculty.

I check and respond to all email once a day on weekdays (typically in the late morning or early afternoon). I do not respond to emails outside of these times, over weekends, or on holidays.

Collaboration

As in any course, you will learn best by engaging with the material and your colleagues, as opposed to just reading about it, and many students find that they enjoy the course more when they work on coursework with others. Please take initiative to interact with your peers and professor! You might consider setting up a study group with classmates or scheduling an appointment with the professor to ask questions during office hours.

Academic Integrity

While collaboration is encouraged, it is also extremely important that we all uphold high levels of academic integrity in this course. You are expected to submit your own work, give credit appropriately for others' ideas, and hold your colleagues accountable. Students who engage in academic dishonesty in our class will receive an F in the course and will be reported to the Office of Student Conduct. You are responsible for knowing SFSU's policies regarding academic misconduct (which can be found at <https://conduct.sfsu.edu/academic-dishonesty>) and plagiarism (which can be found at <https://conduct.sfsu.edu/plagiarism>)

COURSE POLICIES AND PROCEDURES

Attendance policy

You are expected to check Canvas every weekday for updates to the course and its contents. You are responsible for submitting any assigned work the day and time it is due. When attending class meetings, you are expected to be in class on time and to participate.

Religious holidays

I will make reasonable accommodations for students who observe religious holidays when such observances require you to be absent from class activities. It is your responsibility to inform me, in writing, about such holidays during the first two weeks of the semester. If such holidays occur during the first two weeks of the semester, you must notify me, in writing, at least three days before the date that you will be absent. More information about SFSU's official policy is available at <http://senate.sfsu.edu/content/policy-observance-religious-holidays>.

Late work policy

Work is due on the day and time specified. Grades for work submitted up to 5 days late will be reduced by 10% per day. All work submitted 5+ days late will receive half credit. If you are experiencing a serious, long-term issue during the course that impacts your ability to complete your coursework, please contact me ASAP so we can work something out together.

LEARNING EVALUATION

This course consists of 15 weeks of topics, each covering a specific area in educational psychology. This is a new course that I'm developing, so I can't have everything available from the start of the semester like I usually do, but most Canvas modules will open from the beginning of the semester and will always be fully open at least one week in advance. Coursework is due at 8pm because I want to support healthy sleep habits - if you're up working on Canvas until midnight, you're probably not going to get enough sleep. I also want to support you in taking a break over the weekend and do not expect that students will complete work or check Canvas on Saturdays and Sundays.

This course is not graded on a curve. Research shows that absolute grading, as opposed to grading on a curve, encourages cooperation rather than competition because your course grade cannot benefit from poor performance on the part of your classmates.

I may provide select extra credit opportunities during the semester, and these will be well-publicized. There is no extra credit aside from these opportunities, so please do not ask.

Readiness Checks	109
○ Syllabus Check (10 points) ○ Weekly Discussion Readiness Checks (99 points)	
Written Reflections	68
○ Weekly submissions (68 points)	
Class Participation	98
○ Discussion questions (22 points) ○ Class attendance (11 weeks @ 2 points each = 22 points) ○ Group Discussion summary (11 weekly submissions @ 3 points each = 33 points) ○ Exit Cards (11 weeks @ 1 point each = 11 points) ○ Case study project reviews (10 points total)	
Case Study Analysis Project	100
Final Course Reflection	20

Total	395
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Weekly Discussion Readiness Checks

Discussion readiness checks should be completed via Canvas and are designed to help you ensure that you have a good understanding of the reading and other class materials assigned each week, so you are prepared to participate fully in class discussions. Each readiness check will consist of several multiple-choice items and will be based entirely on the assigned readings and other assigned class materials. Readiness checks are open-book and open-note, and you are expected to complete each readiness check by yourself, without any help from another person. You may attempt each readiness check as many times as you like before the due date, and your highest score will be used for grading purposes. There is a time limit for completing each readiness check; the length of time allotted for each check will depend on the number of questions. Your final attempt must be submitted on Canvas before 8:00 p.m. on Wednesday evenings.

Written Reflections

Each week, there will be reflection questions posted on Canvas for you to answer. You should not write these responses until AFTER you have completed all of the course readings, reviewed all of the course material, and completed the readiness check(s). The discussion prompts you and your colleagues write will be used as the basis for class discussions. More detailed information about how the reflections will be graded can be found in the reflection rubric on Canvas. These written reflections are due by 8:00pm on Wednesday evening.

Class Participation

All students in the course will meet each week with a small group with 3-5 colleagues. You will discuss class material with these students each week, and will complete your intervention project with them, as well. Below are the components of your participation in this class:

Discussion Prompts: Each week after you have completed the course readings, you will write two thoughtful discussion questions on the material covered and submit them via Canvas. These questions are meant to provide you with a structured opportunity to propose a small group discussion about an aspect of the material that you find most interesting. Your questions should be written so that a respondent could answer each of them in approximately 1-2 substantial paragraphs, if they were writing. The discussion prompts you and your colleagues write will be used as the basis for class discussions. These questions should be submitted via Canvas by 8:00pm on Wednesday evening.

Attendance: Each week, you will meet with your colleagues, the professor, and any course LAs for small group discussions in class. These meetings will last approximately 1.25 hours – 50 minutes of small group discussion, 20 minutes of whole group discussion, plus brief announcements before and after – and will begin promptly at the assigned class start time. In these small group meetings, you and your colleagues can talk about the discussion prompts you wrote, your reflection responses, and any other interesting ideas or questions related to any of the course material. Each group member will be assigned a group role each week. **You should plan to make several contributions during your small group discussion each week.** The course LAs and I will circulate between groups to listen, participate, and help facilitate discussions. Promoting a supportive environment for the exchange of ideas and actively listening to others is a crucial component to class discussions, so please be sure to support your colleagues by doing

so.

Discussion Summaries With the help of your group's assigned Recorder for the meeting, your group will complete and submit a brief discussion summary at the end of each class. More information about what to include in these summaries can be found in the Small Group Meeting Instructions and on the Discussion Summary handouts.

Exit Cards At the end of each class meeting, you will also complete and submit an Exit Card on Canvas to help me assess the class' learning and the effectiveness of certain class activities. All responses are anonymous, and you will be given full credit for making a good faith effort to respond to the questions. Exit cards are due by 8:00pm on Thursdays.

Group Member Participation Reviews: During the last week of the semester, you will complete reviews for each of your project group members using a feedback form. You will receive credit for completing these reviews, and a portion of score assigned to you by your group members will be used as part of your final grade on the Case Study Project (see below). Group member reviews are due on Canvas by 8:00pm on Monday, May 18

Case Study Project Reviews: During the last weeks of the semester, you will be expected to demonstrate full participation by watching your colleagues' presentations and completing peer evaluations for their work on Canvas by 8:00pm on Monday, May 18. I reserve the right to reduce an individual's final course grade by one full letter grade if it becomes clear that an individual is not demonstrating academic integrity in their evaluation of others' work.

Case Study Project

In your small groups, you and your colleagues will choose an educational format or program (that you've experienced or know about, or as portrayed in a book, movie, TV show, etc) and use the theories and research discussed in this course to determine the strengths and weaknesses of the educational system portrayed. Each group will research their chosen topic and prepare a multi-media project, no longer than 10 minutes in length. Topics and project proposals must be cleared with me **BEFORE** you start work on your project. All pre-recorded components of final projects are due by 8:00pm on Tuesday, May 5. Final project grades will be calculated based on a combination of the score I assign your project, the average of the scores your colleagues assign your project, and the participation score assigned to you by your own group members. More information about the project and grading can be found in the project rubric on Canvas. More detailed information about the group participation score can also be found on Canvas. I reserve the right to further override a group project grade for an individual group member if formal feedback on the group participation forms makes it clear that a student has failed to contribute appropriately to their group's project.

Final Course Reflection

At the end of the semester, you will write a brief reflection paper that thoughtfully considers both your participation as a member of your group and what you've learned about your own educational experiences during the course. More information can be found in the reflection rubric on Canvas.

Course Workload and Time Management

Per SFSU policy, for a 3-unit course, you should expect to spend about 9 hours per week on activities related to the course (approximately 1.5 hours in class + 7.5 hours out of class). In this course, the workload is pretty evenly spread out across the entire semester – we have regular weekly tasks, and you’re encouraged to work on your final group project a little bit each week during the second half of the course.

Activity	Due	Estimated Time Each Week	Pro Tips
Course Readings, Videos & Podcasts	Wednesdays at 8:00pm	3 hours	
Readiness Checks	Wednesdays at 8:00pm	1 hour	
Written Reflections	Wednesdays at 8:00pm	45 minutes	
Discussion Questions	Wednesdays at 8:00pm	15 minutes	
Exit Cards	Thursdays at 8:00pm	<5 minutes	“I was always forgetting to do these at first, but then I started doing them on my phone at the end of class before I left the room.”
Attend Class	Thursdays at 11:00am	1.25 hours	
Work on Group Project	Tuesday, May 5 at 8:00pm	2-3 hours per week, starting in Week 9	“Video and audio editing at the end will take WAY longer than you think it will. It took our group about 10-15 hours just for that part!”

ACADEMIC SUPPORT RESOURCES

There is a wealth of free academic support resources available to SFSU students through the Tutoring and Academic Support Center (TASC), including one-on-one tutoring, study skills workshops, and professional development. Don’t wait - get help as soon as you think you may need it!

- Phone: (415) 405-5516
- TASC Email: tutoring@sfsu.edu
- <https://tutoring.sfsu.edu>

DISABILITY PROGRAMS AND RESOURCE CENTER

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor as early in the semester as possible. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

This course has been designed with great attention to detail regarding inclusivity and accessibility. If you have any challenges interacting with any course materials please reach out to

me right away. It is my goal to ensure equal access to educational materials and to remove barriers for all students.

- Phone: (415) 338-2472
- Video phone: (415) 335-7210
- <https://access.sfsu.edu>

COUNSELING AND PSYCHOLOGICAL SERVICES

Counseling and Psychological services provides low cost or free psychological support to SFSU students.

- Phone: (415) 338-2208
- <https://psyserve.sfsu.edu>

STUDENT HEALTH SERVICES

Student Health provides confidential basic health services as well as primary care, psychiatry, pharmacy, laboratory, and x-ray. We encourage health awareness and educate about preventive care, disease management and treatment choices. Our goal during each visit is that you and SHS medical staff work together to make decisions to promote your health and well-being, now and into the future. To view their services or schedule an appointment please visit

<https://health.sfsu.edu>

STUDENT DISCLOSURES OF SEXUAL VIOLENCE

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator.

To disclose any such violence confidentially, contact:

- The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyserve.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

TECHNOLOGY USE GUIDELINES

Students may not capture audio, photos, or video from class sessions on their own devices without the explicit permission of the instructor and everyone present, unless part of a DPRC-authorized accommodation. Further, students may not post any course materials to any third-party sites or post any recordings, screenshots, audio or chat transcripts in any setting outside the class. Violations of these guidelines are subject to student disciplinary action.

PSY 300 TENTATIVE COURSE OUTLINE

Note: This document is subject to change. I will notify you of any changes in class and on Canvas.

<i>Week</i>	<i>Class Meeting (Thursdays)</i>	<i>Topics & Textbook Chapters</i>	<i>Important Reminders</i>
1	January 29	Welcome!	Read the syllabus & check Canvas
2	February 5	Systems Thinking	

3	February 12	The Individual: Intrinsic & Extrinsic Motivation	
4	February 19	The Individual: Mindset	
5	February 26	The Individual: Attention & Memory	
6	March 5	Microsystems: Home	
7	March 12	Microsystems: School	
8	March 19	Mesosystems: Home + School Partnerships	
	March 26	Spring Break	
9	April 2	Group Project Planning	Group project plans due at the end of class
10	April 9	Exosystems – Education Policies & Resources	Work on your group case study project
11	April 16	Exosystems & Chronosystems – TechnologyMay 5	Work on your group case study project
12	April 23	Macrosystems - Culture	Work on your group case study project
13	April 30	Chronosystems	Work on your group case study project
14	May 7	Project sharing	Case Study Projects due by 8pm on Tuesday, May 5
15	May 14	Project sharing	
<i>Final reflections, project peer reviews, and group participation feedback are due by 8:00pm on Monday, May 18</i>			